



Research & Innovation at Carey

Jonathan Walter & Baljit Marwa

Personalised Learning Model

Student Learner Profile

Digital Learning Resources

Student Knowledge System

Student Learner Profile - Mastery Transcript Consortium

DIGITAL HIGH SCHOOL TRANSCRIPT: 'unique strengths abilities, interests, and histories fostered, understood and celebrated' (MTC, 2021)

- Network
- Research
- Learner Agency
- Teacher & student experience
- Digital capacity

The screenshot displays a digital transcript profile for Juliet Guastella. The profile is organized into three main vertical sections: a student bio, a credit profile, and evidence of learning.

Student Bio: Located on the left, it features a dark blue header with the student's name, address (1 Main St, Burlington, VT 05401), and a short paragraph about her beliefs and strengths. Below this is a 'COURSES' section listing 'Enosburg Falls High School - SAMPLE (460130)' with its address and a link to the school profile. It also includes an authorization signature from Joe Registrar and a date of 11/2/2020, with a 'Download full transcript (PDF)' button.

Credit Profile: The middle section, titled 'Credit Profile', shows a 'Distribution of credits earned by student' totaling 47. A circular chart breaks down these credits into categories: Global Citizenship, Communication, Health & Physical Education, Science & Mathematics, The Arts, Transferrable Skills, and Disciplinary Literacy. A legend indicates that solid lines represent 'Foundational Credit (FC)' and dashed lines represent 'Advanced Credit (AC)'. Below the chart are two detailed panels: 'Disciplinary Literacy' (1 total credit, 6 sub-credits) and 'Global Citizenship' (8 total credits, 2 sub-credits). The 'Disciplinary Literacy' panel lists sub-credits like Writing, Advanced Writing (Advanced), Conventions, Vocabulary, Central Ideas, Language Analysis, and Analysing Claims. The 'Global Citizenship' panel lists sub-credits like Geography Advanced (Advanced, In Progress), International Relations (Advanced), STEM (Advanced), Civics Advanced (Advanced, In Progress), Research Advanced (Advanced, In Progress), Research, Geography, Leadership (Advanced), Creativity (Advanced), and Entrepreneurship (Advanced).

Evidence: The rightmost section, titled 'Evidence', displays 'Featured work selected by the student'. It includes three items: 'Leadership' (Advanced) with a 'CADCA Leadership Forum' reflection; 'Synthesize information' with 'Unethical Medical Research During the Holocaust' research paper; and 'Physical health' with an 'Independent Gym Project: Daily Yoga and Meditation'.

Prototyping

1. Sample: past students (2020) data available
2. Data & Evidence used
3. Credit architecture - conducive to Carey Positive Learner Attributes
4. Team role: student and teacher perspective

Credit Areas		Expand all
Imagination	3 FC / 3 AC	
Reflection	3 FC / 0 AC	
Curiosity	3 FC / 0 AC	
Collaboration	3 FC / 0 AC	

Assumptions

Awards: level of mastery
Time in Co-curricular
Y7-12 Activities

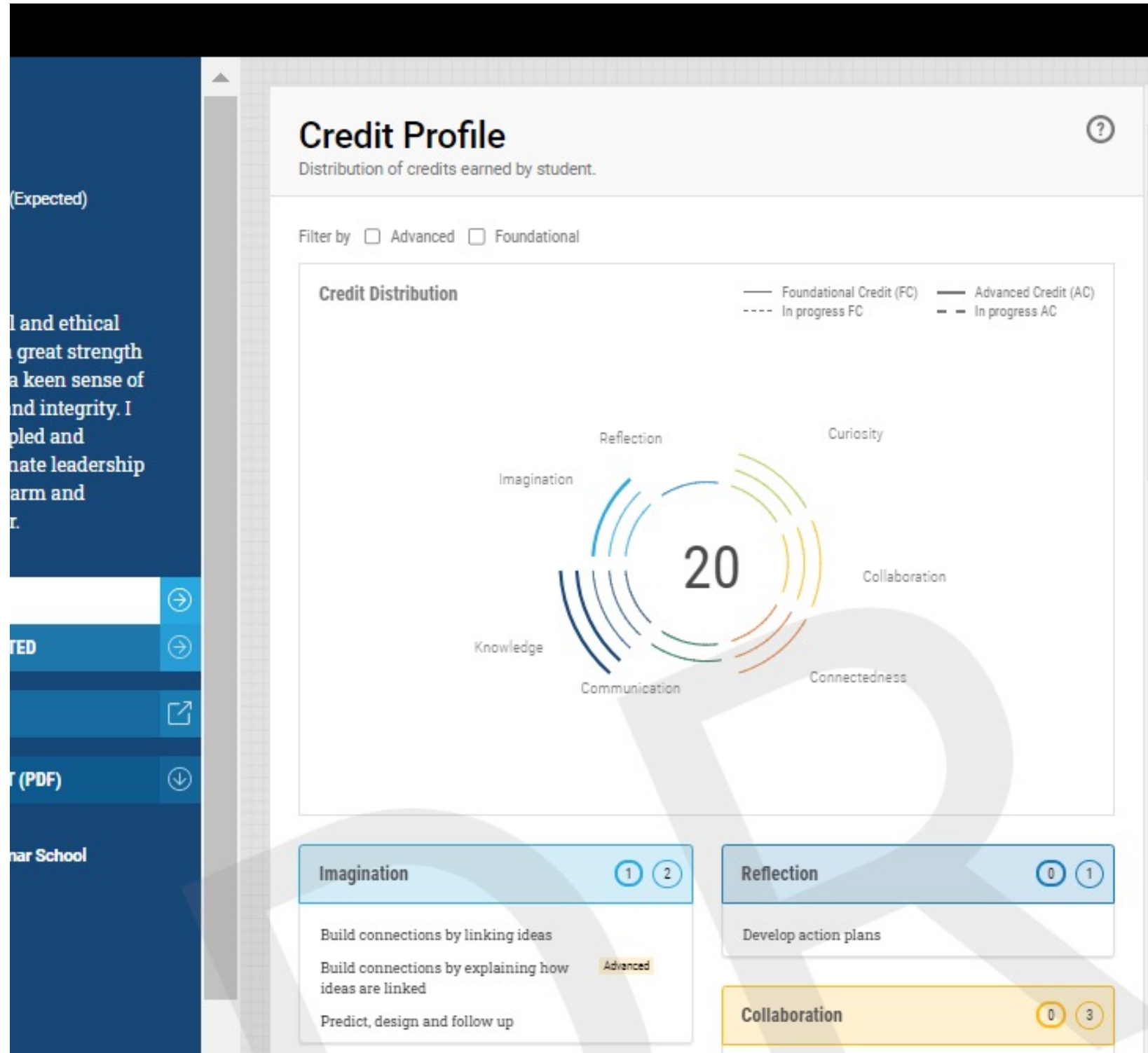
Parameters

Accessibility
Time allocation
Staffing

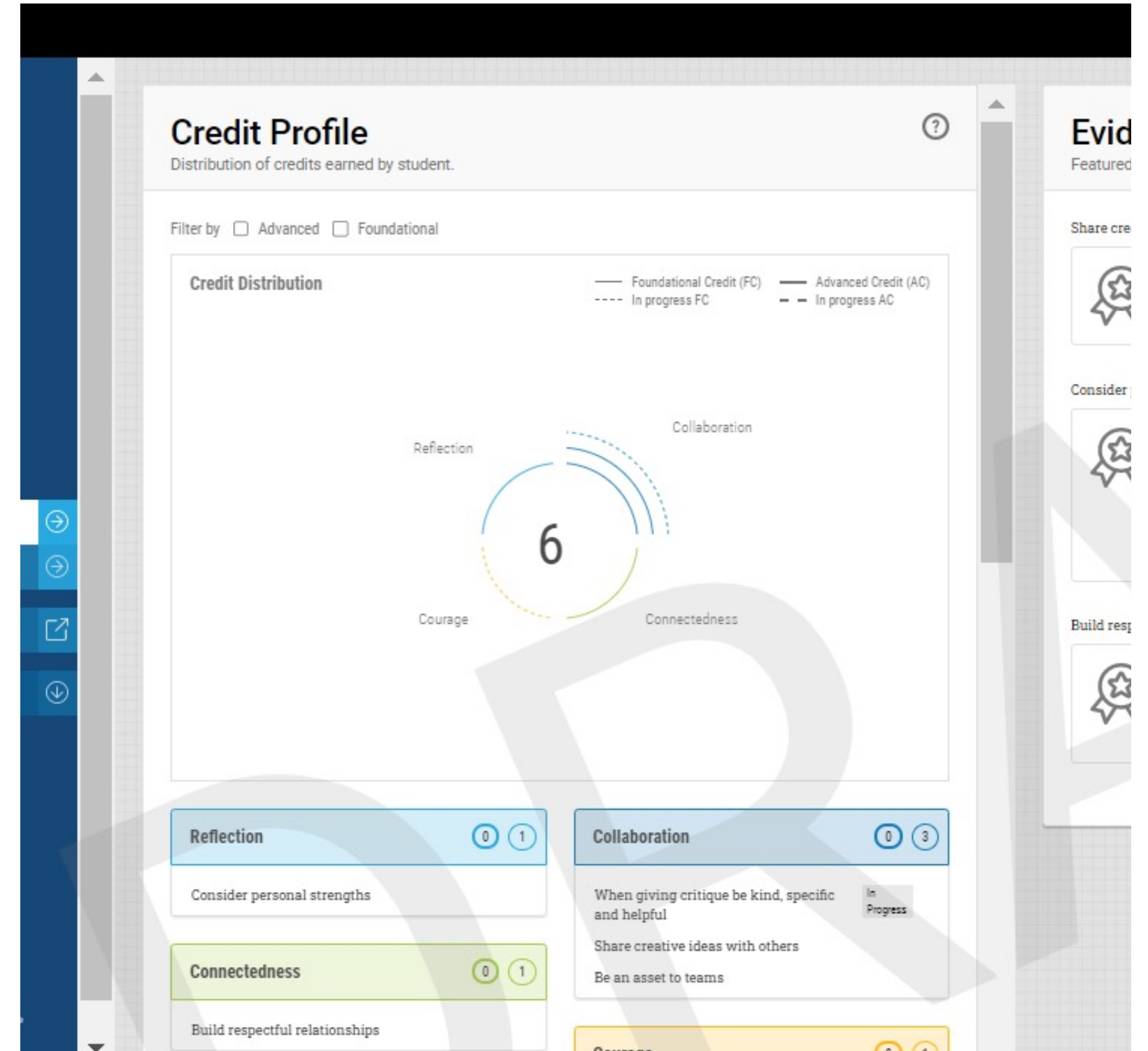
Initial Findings

1. Some differentiation within the sample
2. Must establish a protocol for students and staff on how to write and provide evidence
3. Reflective capacity
4. Need for a 'learner passport' or 'learner portfolio', from K-12
5. Common shared language and outcomes across schools and tertiary institutions
6. Defining Mastery and the need for a detailed assessment framework

Student A



Student B

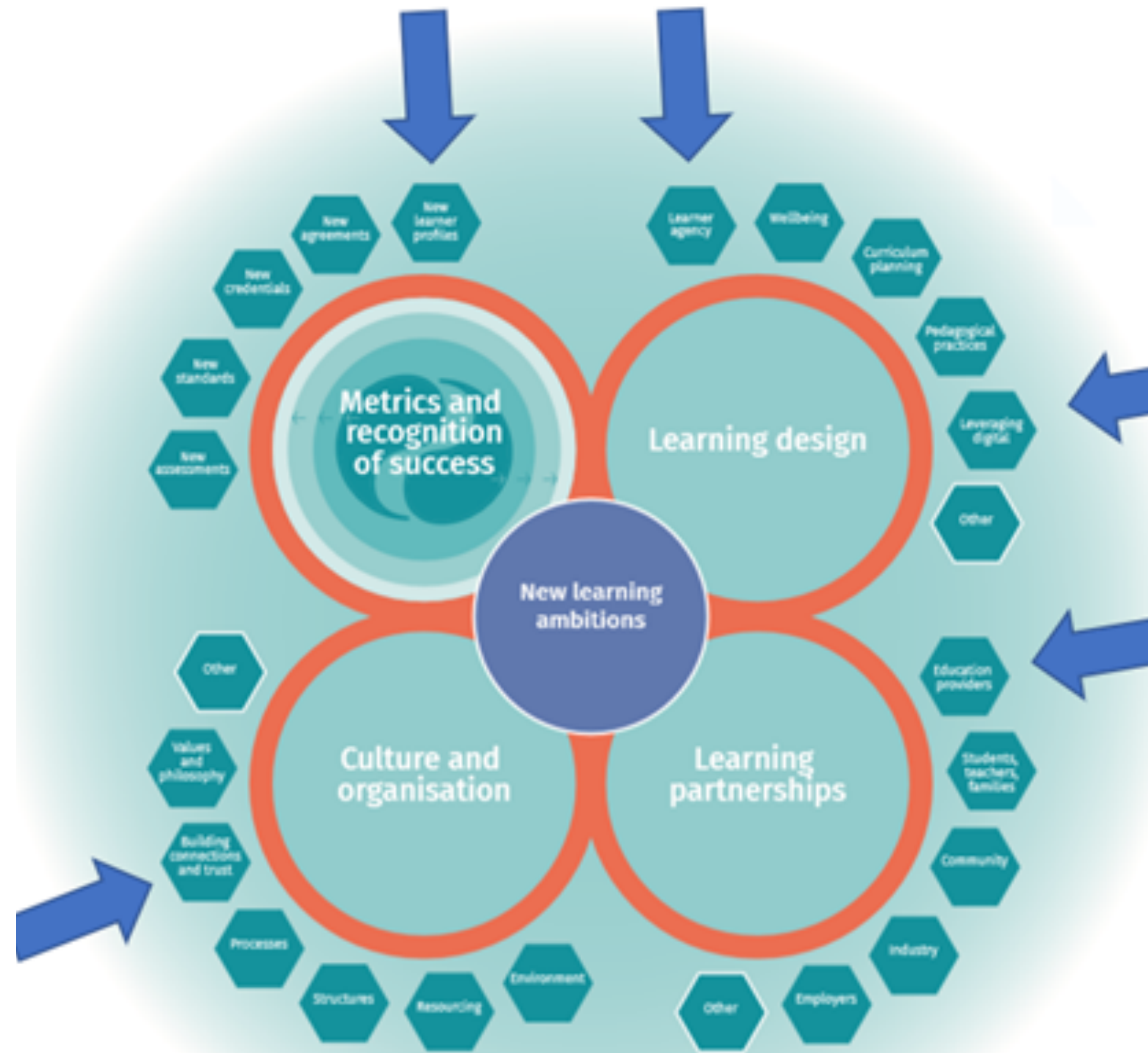


Learner
Profile
Features

Leveraging
Digital

Learner
Agency

Utility for
Stakeholders



Learner Profile Features

1. Development of a common shared language
2. Assessment Framework required to underpin the credits given
3. Core metrics
4. Use of a digital learning passport
5. Evidence of learning

Leveraging digital capacity

1. The ICT infrastructure AND capacity
2. Accessing overall cohort data
3. Protocols for evidence submission
4. Accessibility for stakeholders

Learner Agency

Capturing and collection of evidence

Instructional and explicit teaching of reflection of evidence

Target Audience

Utility for all stakeholders

Universities/Tertiary institutions

Educational providers: Primary, Secondary

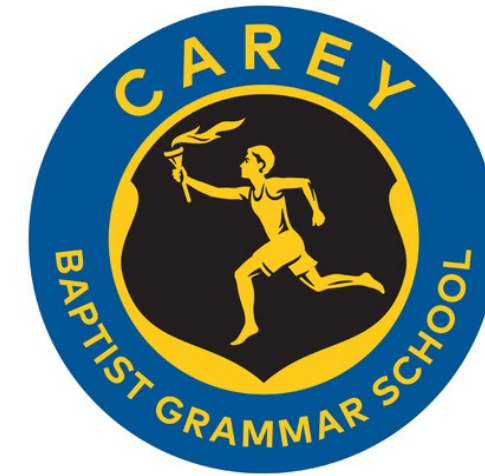
Employment Sector

COMMITTEE FOCUS: DEVELOPMENT OF A CUSTOMISABLE LEARNER PROFILE TEMPLATE



Come together under guiding principles, including:

1. Ensure **Equity**
2. **Transparency & Communication**
3. **K-12 Focus**
4. Convene with possible sub-groups communicating more regularly
5. **UoM to provide administrative support**
6. Members to be primarily New Metrics partner principals
7. Committee to lead sessions at partnership seminars



Thank You

Contact

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